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ABSTRACT

Pupils need to express themselves in creative processes and products in the language arts curriculum. Too frequently, teachers require behavior which involves conformity on the part of learners. Specific objectives many times delimit pupils' opportunities to express original ideas that come from within the involved learners. Many activities can assist pupils in achieving objectives: (1) summarizing the content of filmstrips using diverse forms of verse; (2) telling and writing of original "tall tales"; (3) writing poems emphasizing syllabification after viewing a set of stimulating pictures; (4) writing additional content, a different ending, or modifying a part of the content of library books or textbooks; (5) writing an advertisement to convince others to read a library book; (6) interviewing a selected character in the library book; and (7) drawing pictures and captions relating to the content read. Pupils, with teacher guidance, need to choose vital objectives, learning activities, and appraisal procedures reflecting the concept of creativity. (RS)

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CREATIVE WRITING IN THE LANGUAGE ARTS

Pupils need to express themselves in creative processes and products in the language arts curriculum. Why is it important for learners to express themselves creatively? First of all, life in society requires creative solutions to personal and social problems. Tried and true solutions may not work. Unique ways of dealing with problems is then needed.

Secondly, society changes at a rather rapid rate. Since societal changes are definitely in evidence, new values and skills need developing on the part of learners. Traditional behavior may not suffice in the struggle to acquire food, clothing, shelter, and other necessities in a changing environment. To survive, the involved individual creatively needs to adapt to as well as assist in formulating a desired modified society. Those who cannot adjust to and accept change will continually be at a disadvantage.

Thirdly, the essence of many individuals craves creative endeavors. Each person seemingly has needs to be creative. To do and to achieve, as one's feelings and knowledge dictate, indicate a need for creative endeavors. Each person is unique in terms of interests, knowledge, beliefs, and values possessed. Thus, what is inside the person must come to the surface. Creative processes and products are then a relevant end result.

Too frequently, teachers require behavior which involves conformity on the part of learners. The following objectives emphasize students need to conform to specific goals:

1. Given ten sentences, the pupil will write the end punctuation mark correctly.

2. The pupil will place five commas in their proper places in working excercise thirteen from the basal language arts textbook.

3. The pupil will correctly write one line under each subject and two lines under each predicate in each of ten sentences.

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Each of the above named objectives may well have relevant content for pupils to learn. Certainly, correctly placing periods, question marks, and exclamation points at the end of each sentence is important. Pupils also should eventually be able to place commas properly within sentences, as well as realize that sentences basically contain subjects and predicates. Each of the specific objectives, however, could emphasize more functional experiences for pupils, such as using the mechanics of writing within the framework of diverse purposes. Thus, the mechanics of writing can be emphasized in writing purposeful business and friendly letters, announcements, thank you letters, and notes of sympathy. Each of these purposes in writing may well emphasize creative expression, in degrees. However, if creative writing is being emphasized in the school curriculum, goals of teaching and learning should truly emphasize pupils expressing unique, novel content. Specific objectives too frequently delimit pupil's opportunities to express original ideas that come from within the involved learner.

Learning Activities to Ach'eve Objectives

There are many activities to assist pupils to achieve objectives. To achieve ends pertaining to the creative domain, learning experiences for learners need to harmonize with desired selected objectives. A variety of possible learning activities will now be discussed to guide pupils to achieve ends reflecting creative endeavors.

To summarize contents of a filmstrip, as examples, learners may be stimulated to write diverse forms of verse, such as couplets, triplets, quatrains, and limericks. Creative use of content from the filmstrip is then utilized to write diverse kinds of poetry.

The teacher in a stimulating manner may orally tell tall tales to pupils. These tall tales may well bring in fascinating content pertaining to Pecos Bill and Paul Bunyan, among others. What makes for a tall tale might then be discussed

with learners. Tall tales generally have content involving a supernatural being who gets into specific kinds of difficulties. The supernatural individual then solves problems pertaining to the involved sequential difficulty. Learners may then be challenged to write a tall tale.

Pupils may be guided to use crayons to draw lines at random on an 8½ x 11 inch sheet of paper. Uniqueness of design needs to be praised to encourage originality on the part of the individual learners. Each pupil may then write about the end design. If a pupil lacks an adequately developed writing vocabulary, unique content might be dictated to the teacher for the latter to record in writing utilizing neat manuscript letters. The learner notices ideas being written on paper.

After viewing a set of stimulating pictures, pupils individually might be encouraged to write poems emphasizing syllabication. These poems include haiku and tanka poetry. Haiku verse contains five syllables for the first line, seven for the second line, and five for the final line. To develop a tanka poem, add two more lines each containing seven syllables. Free verse may also be written. Free verse is quite open ended. No rhyme or syllabication is required. The length of each line and the total poem may vary depending upon the purposes of the writer.

Pupils may reveal understandings acquired from viewing a properly initiated film, set of slides, or transparency by writing a related myth, fairy tales, or legend. Pupils need to acquire necessary facts, concepts, and generalizations pertaining to criteria to follow in writing myths, fairy tales, and legends.

To reveal knowledge gained from reading a library book or selected content from a textbook, a pupil may write additional content, write a different ending, or modify a part of the content, such as the setting of the involved book. Additional means of creatively revealing comprehension in reading a library book might, among others, including the following:

1. writing an advertisement to convince others to read the chosen book. An oral presentation may also be given.

2. interviewing a selected character in the library book. A second pupil who has also read the same book may either do the interviewing or be the one to be interviewed.

3. specific pictures may be drawn and captions written above each pertaining to content read.

4. a diorama (3 dimensional scene) may be developed by a pupil or a committee on content read from a library book. Creative contents in the diorama should portray major conclusion acquired from the reading experience.

5. a movie set may be made using a paper box, approximately 18 inches long, eight inches wide, and eighteen inches high. Two dowel rods, each approximately one inch in diameter, need to be placed so they extend through the box. One dowel rod may be placed four inches from the top and the other dowel rod four inches from the bottom of the paper box. The front of the paper box needs to be open. Thus, a roll of paper which goes around the two dowel rods can be viewed by the observers. Pupils with teacher guidance may draw pictures and print related content pertaining to content read from one or more library books.

Pupils with teacher guidance need to choose vital objectives, learning activities, and appraisal procedures reflecting the concept of creativity. School and society need to reward creative behavior in order to solve relevant problems. Also, intrinsically learners seemingly perceive purpose in creative endeavors. Thus, what is within the pupil must come to the surface in terms of processes, products, and personal characteristics.